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ABSTRACT

This first-year progress report considers the objectives and achievements of CompuEnglish, a project developed at Saddleback College's North Campus (California) to introduce word processing skills into traditional composition classes. Section I offers a summary report on progress as of 1985, reviewing the four phases of project implementation and evaluation. Section II describes the limited-scale CompuEnglish program offered in fall 1984, which used a team teaching approach and computer laboratory to introduce word processing skills to Freshman Composition and Business Report and Letter Writing classes. Student responses to the project are included in this section. Section III looks at the research strategy developed for implementation in spring 1985, involving a comparison of CompuEnglish and control sections of Freshman Composition in terms of progress, attitudes, computer usage, the qualitative differences between computer-prepared and typewriter-generated papers, improvements in essay writing, and differences in editing skills. After section IV reviews the college's options for the future, section V presents a bibliography on the use of computers in writing instruction. Appendices provide planning documents, survey instruments, and interim reports on the project. (EJV)

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Saddleback College North

ED 278454

SPECIAL REPORT 85 - 2

COMPU-ENGLISH

AN EXPERIMENTAL PROGRAM

JC 870 088

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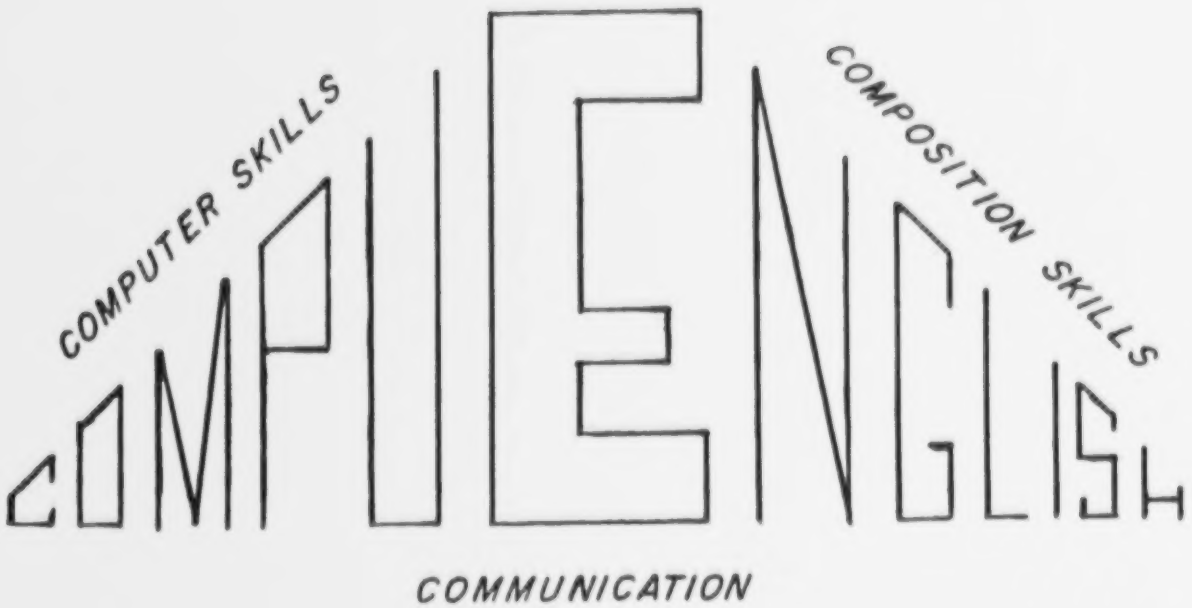
SADDLEBACK COLLEGE

NORTH CAMPUS

COMPUENGLISH PROJECT



Progress Report I on Computer English Program

Marjorie Luesebrink, Dave Everett, and L. Joyce Arntson

Saddleback College North

MEMORANDUM

Office of the President
April 22, 1985

Dear Colleagues and Friends of Saddleback College North:

In the winter of 1984 the Office of the Chancellor issued a report entitled, "A Blueprint for the Future." It proposed a direction for the development of the educational program at Saddleback College North in which the tools of modern technology would be utilized in pursuit of the teaching-learning process. This plan suggested that students could and should be using personal computers, data and video communications, and other technologies as part of their learning experience in regular college offerings. By so doing they would be learning not only the subject matter of the curriculum, but would become proficient with the devices and tools which are likely to be indispensable for success in the marketplace of the future.

The administration and the faculty of the North Campus rose to this challenge. A number of projects have been under way in which faculty have been exploring possibilities for using these technologies as part of their regular instructional programs. None has been more significant than the CompuEnglish Program, which is described in this report. In this pilot program the students are studying English 1A--plain old everyday English 1A. However, the manner in which they are approaching the subject is new, different, and exciting. These students are using personal computers and word processing, plus the use of spelling and grammar checking programs to assist in writing their compositions.

The results have been extremely encouraging. If the eventual outcome is to provide most or all students with the opportunity to use word processing techniques for compositions and reports in all subject fields, certainly the work in the CompuEnglish program is showing the way. I urge your careful inspection of this report and its implications for our campus and for all students in the future.

Sincerely,

Edward A. Hart,
President, North Campus

EAH:rb

SADDLEBACK COLLEGE NORTH

PROGRESS REPORT ON COMPUTER ENGLISH PROJECT

Winter, 1985

by

Marjorie Luesebrink

Program Leaders: Joyce Arntson, Dave Everett
Marjorie Luesebrink

This project is college-wide in scope: the School of Arts, Languages and Humanities, Assistant Dean, Donald Rickner; the School of Business and Social Sciences, Assistant Dean, John Lowe; and the School of Health, Life Sciences, Physical Sciences and Technologies, Assistant Dean, Gary Resnick; have cooperated in the success of CompuEnglish.

MEMBERS OF THE CAMPUS "FUTURES COMMITTEE" ADVISORY TASK FORCE

Joyce Arntson, Business Science

Dave Everett, Librarian

Frank Marmolejo, History

Marjorie Luesebrink, Chair, English

Eugenio Matibag, English

Kerry McKeever, English

Jerry Rudmann, Psychology

Rich Zucker, Mathematics

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SECTION I

CAPSULE REPORT TO DATE

COMPUENGLISH PROJECT

WORD PROCESSING TECHNOLOGY IN WRITING CLASSES

AT SADDLEBACK COLLEGE NORTH

Capsule Progress Report for 1985

Less than a year ago, we approached the Faculty Grants Committee with a proposal to study the possibility of introducing word processing skills into traditional classes across the curriculum. Having noted the revolutionary changes that computer technology had made in math, business, and science, we were intrigued with the advantages that might accrue to students using the sophisticated technologies now available for personal computers, such as information retrieval, integrated word processing, and automatic proofreading. Accordingly, we have investigated a number of projects involving a wide segment of the campus in the development of computer literacy and skills. Our early research, however, indicated that the most propituous opportunity lay in using computers in conjunction with composition classes. So, we went full speed ahead towards that possibility.

Since then, in four successive phases, we have researched the idea, initiated a small "seed" program during summer school, launched a limited-scale pilot program in the Fall of 1984, and are now in the process of running a full-scale experimental project. The Fall, 1984 program was very successful. Initially, fewer than 15 percent of the 45 students involved had any previous computer experience. By the end of the semester, over 90 percent of those students

were routinely using word processor programs to prepare their papers. Most students said they planned to continue using computers for text preparation. In addition, instructors and students noted better-than-usual improvement in both mechanics and paper content. (For a detailed explanation of this phase, see Section 2, "Summary of Findings for Fall, 1984.")

The Spring, 1985, effort is based on the research and experimental findings of the first three phases (see Appendix 1 through 3), and it is designed to yield definitive information and statistics that will help us determine if computer word processing skills should be available to composition students at all levels.

Briefly, the Spring CompuEnglish project involves five English 1A classes. Three of these classes are receiving instruction in word processing. During the first six weeks of the semester, students receive five hours of hands-on lab instruction in Volkswriter, Gammatik, and the Random House Proofreader. Since the IBM PC Computer Lab has 12 machines, the classes split for those weeks, one-half of each class attending a computer session during the first class meeting of the week and the remaining half attending the computer session during the second class meeting. The computer sessions are taught by Joyce Arntson of the Business Department. Once the students have mastered the Volkswriter software, they are free to work on papers in the Computer Center on a first-come, first-served basis.

The two remaining English 1A sections involved in the project are intended as "control" groups. Through a series of standardized tests and student surveys, the computer-trained students will be measured against students working with

conventional teaching processes. Despite the fact that the evaluation of composition skills must always be somewhat subjective, we seek to determine, as accurately as possible, what effects the CompuEnglish approach has on the performance of the English 1A student. (For a detailed explanation of the experimental plan, please see Section 3, "Description of Strategy for Spring, 1985.")

So far, student enthusiasm alone would prompt us to consider expanding computer opportunities for English students at all levels--there is ample indication that remedial students can benefit especially with this program. The instructors and staff in the Computer Center have been very helpful in accommodating the increased load on the machines in the center, and we have had few times when machine unavailability has become a serious problem. However, usage studies indicate that the demand for computer access, both by English students and students taking classes in other disciplines, is growing rapidly. Thus, any further expansion of the CompuEnglish program will necessarily involve additional facilities and/or equipment. (For a more complete assessment of this issue, see Section 4, "Options of the Future.")

In summary, the results of our own project, confirmed by similar results reported from ongoing Computer English programs in colleges and universities across the country (there are only a handful, actually), indicate that students exposed to computer word processing skills may experience these benefits:

1. They spend more time on their writing and rewrite more willingly.
2. They see writing as a less frustrating task.
3. They learn mechanics by self-checking and correcting errors.

4. They acquire a valuable skill for the future.
5. They feel more comfortable with computer technology in general.

As we find these advantages becoming available to our students, we hope to pursue CompuEnglish to the fullest extent possible.

SECTION II

SUMMARY OF FINDINGS FOR FALL, 1984

COMPUENGLISH PROJECT

Summary of Findings for Fall, 1984

The Fall, 1984, CompuEnglish pilot program was conducted with Marjorie Luesebrink's English 1A class (Freshman Composition) and Joyce Arntson's Management 104 class (Business Report and Letter Writing). In addition to the standard curriculum for each of these classes, we provided the students an opportunity to learn word processing skills as an integral part of each course.

Since both classes were scheduled in the same time block, we were able to use a system of team teaching to maximize the learning periods. The students were divided into three groups, and each group received three one-hour, hands-on training sessions on the IBM PC computers in the Computer Lab. While Joyce Arntson (who also holds a degree in English in addition to her business credentials) was instructing students on the use of Volkswriter, Marjorie Luesebrink was with the remainder of the students. Since the first week of both Management 104 and English 1A involve the introduction of similar concepts, it was relatively easy to bring the students together for stimulating and varied lecture and discussion (see Syllabus at the end of the section).

In designing the limited-scale CompuEnglish program for Fall, 1984, we specified only those objectives which could be determined with a "one-class" sample. Thus, our efforts were mainly directed at the experiences and attitudes of the students participating--that is, how successful the program was <u>for them</u>--without trying to gage their performance against either previous or concurrent classes.

As the semester progressed, we began to have the "impression" that our students were performing better than had been the case with other classes. In general, students were willing, and eager, to rewrite/revise papers for better grades. One hundred percent of the students participated in voluntary rewrites in Management 104, and we hoped we could investigate the phenomenon in the spring experiments.

SUMMARY OF SURVEY RESULTS

1. Age Groups: (To determine if students in different age categories reacted differently to the technology.)

   Age: 18-25 32 25-35 3 35-50 6 51+ 0

   (As it turned out, the class mix was weighted heavily in favor of the 18 to 25 year olds. However, age did not appear to be a factor in computer skills adoption.)

2. Prior Computer Experience: (To establish a profile of the computer literacy of the population we are likely to be serving in English classes.)

   14 - I had never operated a computer before.
   8 - I had played games and fooled around a little.
   14 - I had taken a computer class.
   3 - I was really a hacker.

(The classes were surprisingly well balanced between those who had former computer experience and those who had none. Results from the second survey show that "prior" experience mattered very little either in speed of adopting word processing or in enthusiasm for the program. In fact, students who had not known about computers beforehand were enthusiastic about learning a "new" skill.)

3. How many papers do you plan to write on the computer?

(This question brought unusual responses when examined in the light of later surveys. Initially 24 students anticipated that they would write all of their papers on the computer, and a fairly large proportion, 17, did not anticipate that they would be using the computer to do their papers. At the end of the semester, only 2 students were not using the computer, [one of those worked full-time and could not get to the lab]. Every other student in both classes prepared all their work on the computer.)

5. What kinds of problems did you experience with word processing on the computer? Problems with the machine? Problems with Volkswriter?

(This survey was taken during the first week of computer training; it makes an interesting contrast with the answers to similar questions asked

after the training was over. The majority of students did not reply to the question or indicated no problems. Only a few students listed problems--the same two problems as it turned out: difficulty in getting lab time and trouble remembering which keys to push. We have now prepared a student workbook.)

6. What is your opinion of the pilot program in COMPUENGLISH so far? What advantages or disadvangates do you anticipate in this course?

(Responses to this question were 100 percent positive. They ranged from "guarded" positive to widely enthusiastic: "I haven't ever used a computer, but I like the idea." "I like it very much." "This pilot program is fabulous! Being able to combine theory and practice is the best way to learn as far as I am concerned! Thank you." "A great adventure." The most frequently cited "advantage" of the CompuEnglish program that students anticipated was "faster" typing and ease of correcting mistakes.)

COMPILATION OF STUDENT EXIT POOL, COMPUENGLISH CLASS, FALL 1985

The following are written evaluations provided by CompuEnglish students at the end of the Fall Semester:

"I enjoyed my CompuEnglish class. The computer made my writing easier, although I need to spend extra time working on the 'extras' on the computer. Each

section and sentence could have more attention to English correctness, and creativity was at a high. I also felt I could have been more adept at the functions of the computer if it had been presented better, with a handout of all the functions for reference. (I found I needed to make up my own reference sheet.) Also, I felt intimidated asking for help from workers in the Computer Lab. But despite these things taking up more time, the actual typing of the paper was much easier as I said previously. On the whole, I talked my parents into getting a word processing disk for home. And, when I transfer to another college, they had better own word processors or I will regress in my writing skills."

* * * * *

"I thought that CompuEnglish was a very good experience for me. When it started, I was looking forward to learning about the computer as much as I was English, and I am very happy about the way the whole class turned out. I feel like I got two classes in one. The computer made the papers easier, and in the future I will definitely use the computer for the writing I have to do."

* * * * *

"The use of the IBM's in this English 1A project greatly helped my skills in this class. I feel it is not fair to be excluded from the use of these units in future classes. Use of the IBM's unleashed my productivity without providing any problems. I have no interest in ever going back to using the typewriter. Instead of spending four days on a few pages, I can do four to five pages in a few hours. This is really the first time I have totally enjoyed

English, although part of this is due to the teaching staff. It has awakened me to my abilities in English and writing. Applying word processing to English was very interesting."

* * * * *

"I have found that the Computer Lab has greatly helped me. I have learned a lot in this English-Computer class, more than any class in a long time. At first it took time to get used to it, but now I consider myself to be computer-literate. The course was fantastic. My own typewriter is being thrown out."

* * * * *

"I found that the computer helped a great deal in preparing my papers--it made writing both neater and quicker. I would have had more luck if I had been able to spend more time on the computers."

* * * * *

"The CompuEnglish course was a good experience for me. At first I was not sure about taking them both because I have never been strong in English. But in learning both, I have had a wider experience and I find each helps the other. The thought of the sight of computers had always led me to a scary vision of the future until this past semester. I am now planning on taking computer programming. It also helped me in computerizing accounting. I highly recommed that this program be continued in future English 1A classes. It is difficult at first, but like anything, else, it just takes a little time. It made writing papers 100 percent easier."

* * * * *

"This experience in computer English was a nice and comfortable one. The problem of the computer was not a problem at all. I learned a lot in English, and it was a very good educational experience."

* * * * *

"My experience in CompuEnglish was a very beneficial one. Using the computer to type my term papers was very worthwhile because I was able to catch my mistakes. On a typewriter, it is so time consuming to retype your mistakes. I would highly recommend continuing this CompuEnglish class because it will be highly beneficial to English students--or any student for that matter. The one drawback of the computer is that there aren't enough computers for everyone. Almost every time I go in to use the computer, the lab is full and there is a long line of people waiting."

* * * * *

"I found that using the IBM PC and Volkswriter to write my English papers helped enormously. It was easier to get started because I knew that anything I entered could be changed easily. Editing after I'd finished was simple, and from start to finish, I could type a paper in an hour or two (normally, it would take me a whole day). I would love to continue to use the PC in my classes this semester."

SECTION III

DESCRIPTION OF STRATEGY FOR SPRING 1985

TO: MEMBERS OF THE TASK FORCE FOR COMPUENGLISH

RE: Spring Project

DRAFT OUTLINE: COMPUENGLISH PROGRAM--SPRING 1985

Experiment Activities:

1. Scope of Project

The CompuEnglish program will consist of five classes of English 1A in all. Three of these classes will receive instruction in Word Processing and two classes will be monitored for control experiments.

Classes participating:

Marjorie Luesebrink - *English 1A, Tuesday/Thursday
- English 1A, Monday/Wednesday/Friday

Kerry McKeever - *English 1A, Tuesday/Thursday
- *English 1A, Monday/Wednesday/Friday

JoAnn Gass - English 1A, Monday/Wednesday/Friday

*Indicates classes that are receiving word processing instruction from Joyce Arntson.

Students receiving word processing training will have six one-hour, handson sessions in the computer lab. They will be instructed in the use of Volkswriter software, and they will also learn to use Grammatik (a grammar checker) and The Random House Proofreader (a spelling checker).

2. Design of Experiment

The CompuEnglish experiment will consist of several coordinated exercises involving participation of selected classes.

A. All five classes will retake the English 1A placement exam. This will give us a common base to examine progress in various groups and a ready comparison with all Saddleback students entering English classes.

B. All five classes will respond to four questionnaires administered throughout the semester. These surveys will ascertain initial and developing attitudes towards computers and computer usage in English classes. They will also give us information about the level of usage among all students.

C. Computer usage in the lab will be monitored by use of time cards for each student.

D. Students in all five classes will prepare one take-home written paper for holistic grading by the instructors and the members of the CompuEnglish Task Force. These papers will be "computer blind,"

that is, regardless of whether they were prepared on the computer or not, all papers will look identical. All evaluators will receive copies prepared on the computer (complete with mistakes, if that is the case). The papers will be generated from the same prompt and will be written in the same "expository mode." Instructors and evaluators will use common guidelines in assessing the papers. (The individual instructor will still be responsible for the student's actual grade.) Thus, by eliminating instructor computer-bias, and providing essentially similar "models," we hope to quantify the difference between computer-prepared and typewriter-generated papers.

E. Four of the classes will also be tested for actual "retrained" skill levels through in-class essay writing. Using the same "base" text, students in the four classes will respond in a blue book to an agreed-upon question. The essays will also be graded in holistic fashion by the three instructors. These essays should be useful for our internal evaluation of the success of the program for individual students.

F. The three word processing classes will be divided in half for "mini" progress experiments. The classes will be given a passage and told to "edit" it. Half of the class will do the editing on the computer, the other half will edit using longhand. This is designed to indicate the degree of ease and fluidity in composition students experience in each medium.

SECTION IV

OPTIONS FOR THE FUTURE

Options for the Future

The CompuEnglish program has been successful both in quantitative, instructional results and from the qualitative student-acceptance response. During this semester, the project developers and instructors have been approached by students and by other instructors who would like to be included in CompuEnglish in the future. We hope we can serve as many students as possible with word processing and other computer technologies not normally available in Humanities, Arts, and Social Sciences.

Of course, the most pressing aspect of the extension of the program is the availability of computers for students. However, there are a number of steps we can take this year to include more students and instructors and enhance the project. The size of the CompuEnglish Project, then, will be limited only by funding.

First of all, we would like to extend the opportunity for more English 1A classes to participate. In order to lessen the impact of more 1A classes in the Computer Lab, the students will receive computer instruction only during the first few weeks of classes--with "voluntary" workshops later on for those who experience problems. Should the IBM's in the Business Center be reconfigured for classroom use, we would hope to utilize that resource.

Secondly, our research data so far, and the evidence of studies at other schools, indicate that computer word processing skills and computer-aided instructional materials are significantly helpful to students in the remedial

population. We hope to include selected English 200 (paragraph writing) classes in CompuEnglish. The first choice here, of course, would be to have enough IBM's available to accommodate English 200 students. This way, our program would have unity in hardware and software training--students who had taken English 200 would enter English 1A already prepared to use standard equipment.

However, should no new IBM's become available, we have developed an alternative plan involving the use of the available Apple computers. One plan calls for a joint English 200-English 220 (reading comprehension) classes. In this class, students would learn to use the Apple Technology for Computer-Aided Instruction in reading drill and remedial English skill building, as well as word processing on APPLE WRITER or APPLE WORK or PFS WRITE. (We have college-owned software to support this effort.) Another instructor has proposed a series of writing/diagram exercises for English 200 students. Jan Beal, Kerry McKeever, and Bob Ray are all working in this area.

Next, we feel that CompuEnglish should be available to students in advanced English classes (English 1B, etc.). Clearly, students taking advanced classes have demonstrated an intent to pursue higher education, and that nearly always means a lot of writing. The advanced student, though, has sophisticated word processing needs. A truly integrated program such as FRAMEWORK, for example, would be more beneficial to the advanced students than VOLKSWRITER. An "immersion" learning situation may be suggested in this case, one that gives a student a chance to explore a number of specialized techniques. We would like to offer FRAMEWORK to students in Saturday workshops, taught through the auspices of Community Services for a reasonable fee.

Finally, to the extent possible, we propose to continue scheduled training workshops for interest faculty members on specific topics. In the fall, if there should be an "isolatable" teaching station for the IBM's, we could hold a weekly in-service session which would identify and explain appropriate computer technologies on request.

The CompuEnglish Project at Saddleback North is currently one of the most active and innovative in the nation of any college or university level. Having reached a "plateau" of this kind, we feel a need to expand our knowledge and share our experience with schools nationwide. It's time for us to assume our own college "profile" for our project. We hope that school resources will be available for the CompuEnglish Task Force to bring the project to maturity.

SECTION V

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BIBLIOGRAPHY

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SECTION VI

APPENDIX

PHASE ONE: THE INITIAL PLAN

TO: MEMBERS OF THE FACULTY GRANTS COMMITTEE

FROM: MARJORIE C. LUESEBRINK AND DAVE EVERETT

RE: Faculty Grants for Special Projects

Recent administrative interest in technological support systems for traditional disciplines has prompted us to seriously consider the "computer impact" in our disciplines. There is no question that the electronic revolution has significantly influenced the retrieval and storage of data, and, perhaps more dramatically, new developments have radically altered "word" processing, and now, even "prose" processing, the actual creation of content.

As instructors concerned with the highest level of professionalism in our fields, we would like to be a part of these changes. But we think it is more important, first, to find out if we should be participating (in the best interest of our students), if we can participate, and how we might go about making the initial program move. We feel that it is reckless to even begin without gathering enough data to make intelligent early decisions. Accordingly, we have drafted (see Attachment) a preliminary list of questions we think need to be addressed prior to program planning and funding.

We are asking for project funds, then, to accomplish some of the steps necessary for other faculty members and administrators to adequately evaluate program options in a variety of disciplines. These include:

- o Completing the list of questions.
- o Attempting to answer as many questions as possible in categories I, II, and III.
- o Drawing up guidelines for answering questions in categories IV and V.

The funding for this task would take the form of three compensations:

1. "Office Time"--we would plan to spend 40 to 60 hours, between June and August, soliciting information and organizing--one day in planning and reviewing existing documents, two days making phone calls and writing letters, one day visiting UCLA to observe WANDAH, and some time evaluating information and summarizing findings. Other activities as necessary.
2. We will also need some software and blank disks. Part of the information-gathering will be to price the "prose" editors--but we should be able to make headway with $200.
3. Finally, although this may be covered by the departments or "schools," the anticipation of some sizable phone bills suggests we should include a "phone budget" depending upon the quality of response to our letters--we anticipate $100.

As you can see, this is "skimpy"--but we do feel the proposal represents the minimal amount of time that needs to be spent getting solid information. We hope that we will also receive support from the Administrative Faculty Committee on Computers so that we can put together, by the end of the summer, a comprehensive picture of the possibilities of computer technology for the North Campus.

DESCRIPTION OF CONTENTS OF "ATTACHMENT"

1. The rough draft of the list of questions complied so far: this represents the kind of issues we hope to resolve.

2. This draft was processed on the IBM PC using Wordstar Pro. It is uncorrected to show the relationship of some possible correcting programs. Item 2 is the SPELLSTAR printout showing identified misspelled words and the display on the program screen.

3. Item 3 shows an alternate spelling check performed by RANDOM HOUSE PROOFREADER AND DICTIONARY. (There are more words in this dictionary.)

4. Item 4 is the printout from the grammar-check program GRAMMATIK. Shown are corrections for our draft and a look at the display for the sample program.

5. "Flagging" errors is a promising way to encourage self-correction; this item is an example of the first part of the draft with the errors flagged.

6. The final item is an example provided by one student paper--written and corrected with Random House and Grammatik.

We hope this "Exhibit" will help to illustrate both the potential and the complexity of what is available in word processing and information technology.

IDEAS FOR CONSIDERATION--SHALL I BE COMPUENGLISH OR ENGUTER??

Questions That Should be Addressed Persuant to Determining the Feasibility of Using Word Processing Skills in English Classes

Prepared by Marjorie C. Luesebrink and Dave Everett

In analyzing both the benefits and problems that might be associated with using computer word processing programs as a mechanical aid to better composition and encouraging the student use of personal computers for data search and retrieval, we found that a number of knotty questions surround any problem that we could design for our English classes. It seems to us that we should seek the answers to these questions--probably acquiring new ones and finding simple answers to some on our original list--before we undertake any actual program planning.

Since the questions probably will be answered with "clusters" of solutions, so to speak, we have divided the issues up into: queries related to hardware and access, information needed about software, questions about pedagogic methodology (translates roughly to "how can we teach it?"), queries about staff development and training, issues of doubt about the effects on students, and the reactions from them.

A. HARDWARE AND ACCESS

1. Will it be important for each student to have access to a school-provided computer? How many hours a day? Is a certain "brand" indicated? Must the computers be housed in a room for this purpose only?

2. Should some computers be provided with a "modem" for information retrieval? How expensive will it be for students to have access to appropriate sources?

3. Will, in the next few years, most students have access to or own their own computers, making it incumbent upon us to design a program that works "across" brand lines?

4. It is possible to design such a program? Where has it been done?

5. If most students signing up for the course have a personal computer, can a program be designed without school computers? (OR: Should we have a couple of program options?)

B. SOFTWARE

1. Since we already have VOLKSWRITER, can it be used with powerful spelling and prose editors? What advantages or disadvantages can we expect if we use WORDSTAR instead?

2. Is WORDSTAR too difficult for the average student--for a sizable number of our students?

3. Using programs such as PROKEY, can WORDSTAR be simplified and customized for our students?

4. What programs comparable to SPELLSTAR, the RANDOM HOUSE PROOFREADER, GRAMMATIC, etc., are available currently for models other than the IBM?

5. In addition to UCLA's Wandah and Dec's Prose Editor, what other specialized word-editing programs are on the market?

6. Is there any advantage in having a student hand in his/her work "on the disk," or are "corrected" final drafts sufficient?

7. Use of personal computers to access information sources such as TELENET requires high-security code names--is this a problem other schools have solved?

8. What would represent the minimal amount of software (amount and kind) that a student would need to participate?

C. PEDAGOGIC METHODOLOGY

(This section is relatively short because the subject involves much more than we have had time to think about--and it is the most dependent upon the information we can glean from other schools. Teacher training and student acceptance, on the other hand, are formulae we will have to solve with our instructors and our student population.)

1. Is is necessary and/or desirable to require separate word processing classes for students participating in the "Computer" English sections?

2. What if the student already knows and wants to continue to use a "nonstandard" word processing program?

3. How will we determine scheduling for such classes: All the classes? One early and one late? Are long-time blocks indicated?

4. Will there be students who will fail to attain proficiency in word processing? If so, then what?

5. If English classes and Word Processing classes are separate, how shall the curricula be "matched"?

6. Is is necessary to schedule a special "lab" to accompany this course?

7. Shall the "information retrieval" section be separate or integrated? A required Library course?

8. Is the whole thing likely to work?

9. Can it be carried out on a voluntary basis?

D. STAFF DEVELOPMENT AND TRAINING

(We need more Administrative input before we can make much headway with this--just a few thoughts.)

1. How many people would be interested in teaching such a program--English teachers, word processing teachers, computer faculty, library and media people?

2. How much time does it take to train a participant in such a program?

3. What provisions do we have for this kind of staff development?

E. STUDENT BENEFITS AND ACCEPTANCE

1. What specific skills will the student attain in a program such as this?

2. How will these skills aid them in finding a job/succeeding at more advanced college work?

3. How many students will be interested in a "Computer" English program? Will deserving or interested students be excluded because of financial considerations?

4. How "flexible" will the program need to be to appeal to students? Will there be unresolvable scheduling problems among several "needed" components of the program?

5. How much advance notice will be needed to "sort" students to the right class for them?

6. How much actual help will a student obtain from word processing that can be applied to English and language proficiency?

7. How shall we measure this benefit?

8. Evidence tends to indicate that schools are using word processing to improve students' behavior in the processing of language; how does this work?

9. What kind of success and what strategies could we use to integrate word processing though the more advanced levels of composition?

10. Will students be able to indicate the nature of this class when they transfer? Will they want to?

11. Will the concept of "computer-corrected papers" lead students into misconceptions about our emphasis at Saddleback College--the fact that correct mechanical form should be balanced with close attention to content.

Certainly, the number of student-related questions will grow as we explore the subject--and we may not have answers to some of them for a long time.

It may be that a "pilot" program will have to be designed and run before we can determine its worth to students. Before that is done, however, we can improve our chances to make a good decision if we secure reliable information about hardware, software, faculty training, and methodology. The first step to success is asking the right questions.

PHASE TWO: INFORMATION GATHERING AND ANALYSIS, SUMMER 1984

During the summer of 1984, we studied reports on the use of word processing in colleges throughout the United States. It is clear from our study that there is a great deal of interest in the use of word processing in college English instruction. There are also a great many approaches to the problem. We found examples of the use of word processing in Freshman English classes, in Remedial English classes, in Creative Writing classes, Advanced Business Communications classes, and graduate-level Technical Writing programs. Equipment use ranged from terminals connected to central mainframe computers, to stand-alone word processors, or to small scale personal computers. The environment in which the word processing took place ranged from a dedicated writing laboratory complete with proctors, to a few hours-per-week shared time on Engineering Department computers. There was also a great diversity of software presented. The most interesting, to us, was UCLA's WANDAH program, an integrated software written specifically for writing students. Bell Laboratories Writer's Work Bench software, which is run on a UNEX System, is in use in a few institutions, and commercial packages, such as WORDSTAR, are also used.

The most desirable program, in our opinion, was in use at UCLA. UCLA uses a large room in the Undergraduate Library as a writing laboratory. The laboratory is equiped with IBM Personal Computers which run the locally-developed WANDAH software. Teaching assistants in the laboratory are qualified to assist students with their writing or with operation of the computers. The WANDAH software includes several prewriting aids, a powerful word processor, and some postwriting/revision aids. UCLA is in the process of adding a spelling checker to the postwriting module. WANDAH is not yet available commercially, and we were unable to persuade them to let us "test" the software at Saddleback. When it becomes available, we believe it might be suited for our purposes.

Writing, as it is taught today, consists of three distinct stages, a prewriting stage, a composition stage, and a postwriting/revision stage. In the prewriting stage, the writer generates ideas, conducts research, and collects information about a topic. In the composition stage the ideas are organized and arranged in a meaningful manner. In the postwriting/revision stage the paper is transformed into standard written English. Instructors have a variety of exercises and techniques to support each of the three stages. While it is tempting to view word processing only as a useful aid to postwriting/revision stage, we have found that there are beneficial uses in each of three stages.

Use of Word Processing

The use of word processing in English composition classes not only provides a means of producing an improved final draft, but it also allows students to have more control over the entire writing process.

1. The Prewriting Stage.

   Word processing can facilitate several techniques now used in the prewriting process. "Free writing," a technique designed to get students to transfer their thoughts to writing without concern for the "correctness" of the writing, is far more useful with a word processor because concern over rewriting is relieved. "Invisible writing," a similar technique,

causes a writer to continue to write without reference to what has already been written. There have been experiments with invisible writing using a stylus and carbon paper but the technique is cumbersome and of limited value. Using a word processor, with the display turned off, invisible writing becomes simple and useful. The UCLA WANDAH word processor has a somewhat more sophisticated invisible writing capability. "Nutshelling," a technique comparable to outlining, and other techniques designed for word processors can also contribute a great deal to the prewriting process.

We found evidence that students using word processors in the prewriting stage want to write more often and produce longer compositions. Teachers of young children have reported that the length of the average essay doubles.

2. The Composition Stage.

The preponderance of evidence suggests that with a word processor, because the current copy of a composition is always neat, and there is no "penalty" for changing one's mind, writers can change words and sentences, and reorganize material by moving, adding, and deleting large sections of text. They no longer just edit for details, but also pay more attention to the meaning of ideas and the order of presentation.

3. The Postwriting/Revision Stage.

With conventional writing techniques, revision of a composition may be viewed as a penalty for not "doing it right the first time." A step-by-step revision process, i.e., revision once for spelling, again for syntax, again for punctuation, and so forth, although highly effective, is extremely inconvenient using conventional writing techniques. With a word processor, step-by-step revision is a simple matter. The writer may also use electronic spelling and a grammar checker to locate possible problems.

To implement the program at Saddleback North, we propose, in the Fall, 1984 semester, to instruct one English 1A class in the use of the Volkswriter software on the IBM Personal Computers in the Mathematics Laboratory. The college should acquire the Random House Proofreader software and the Grammatik Grammar Checking software for introduction to the course in mid-semester. We further purpose that Mrs. Luesebrink be given release time to continue the development of the program. The time will be used to monitor our program, share our techniques with colleagues, and plan for more widespread implementation of the program.

With regard to the use of the Mathematics Laboratory, it seems unlikely that a machine with sufficient power to provide good word processing, spelling, and grammar checking could be available in sufficient quantities for students to "check out," or that a sufficient number of students would have access to such equipment on their own. Moreover, some supervision seems to be required to ensure that a student doesn't get stuck on a machine problem.

UCLA found that their writing students used WANDAH two to five hours per week per student. The experience of other institutions appears to have been similiar. We have been assured by the Mathematics Laboratory personnel that our IBM Personel Computers will accommodate the English 1A classes.

During the summer we gained some experience teaching the Volkswriter software to writing students. We found that they learned it quickly and without a great deal of supervison. Volkswriter is compatible with the spelling and grammar checkers we propose to use and is sufficiently powerful for our purposes.

In summary, we are faced with a transition group of students. Some know a lot about computers, some know nothing. In the relatively near future, probably most students will know something about comptuers. It is very important that we provide our present generation of students with marketable computer-use skills. We firmly believe that word processor skills will make it possible for students to produce better college papers while spending less time on nonlearning mechanical skills. (Actually, some of the references suggest that students spend more time with the word processor than they might with the typewriter, but the results are better.)

The Future

In the long run, the Mathematics Laboratory will not be a suitable environment for word processing. We believe it will be satisfactory for the one class pilot project.

UCLA's writing laboratory seems to be an ideal environment. Tutors available in the lab are able to assist with equipment problems and there is space provided for the tutors to consult with students having writing problems. The arrangement is comparable to our Humanities Laboratory in many ways. It would be highly desirable to include word processing capability in the plans for the development of the Humanities Laboratory.

It is important to keep in mind that once students have learned to compose and prepare materials on word processing equipment, they will expect to be able to use the equipment in preparation of papers for other classes. If, in addition to that, several composition classes were using the equipment, there could be a sizable demand indeed for access to the word processing equipment. For example, if each of 30 students in five English classes used the equipment five hours per week, and (say) one hour per week is required for each of 30 students in four history classes, four Speech classes, and one Anthropology class, we would need excess of 1,000 hours per week of computer time dedicated to word processing. Given a facility operating 14 hours per day, 5 days per week (70 hours per week), approximately 14 machines would be required for word processing alone.

It seems entirely likely that many students in the near future will be coming to us with word processing skills. Many of them will presumably have access to their own equipment, but some will expect to have access to college equipment just as many students in the past relied on college provided typewriters.

September 28, 1985

Department of English
Dartmouth College
Hanover, NH 03755

Dear Department of English:

We have been collecting information about word processing in composition classes. Since you have been involved in aspects of word processing we find particularly interesting, we feel that you may have dealt with some of the problems we are trying to solve. We would appreciate your response to a few brief questions regarding your experience:

1. What is the extent of your experience using word processing in teaching composition?

   A. How many classes? _____
   B. How many students? _____
   C. At what level (e.g., high school, college freshman, etc.)?

   _____

   D. How long have you been doing it? _____

2. Is your program a prerequisite or corequisite of another class?

   _____

3. How do students acquire the technical skills necessary? (e.g., in a writing class, a separate service class, etc.)

   _____

4. Has there been any formal evaluation of student reaction or performance?

   _____

5. Who is involved in the program.

   A. Instructors: (please identify discipline and percent of full time)

   _____

   B. Other academics: (e.g., counselors, librarians--please identify positions and percent of full time).

   _____

   C. Clerical/technical: (identify skills and percent of full time).

   _____

6. A. Please describe the reaction of faculty members within your department to the introduction of word processing in composition classes.

_____

B. Please describe the reaction of faculty members outside your department to the introduction of word processing in composition classes.

_____

7. How much and what is the nature of the access to the hardware involved? (e.g., full-time laboratory, students allocated limited on shared equipment, etc.)

_____

8. What commercially available software do you use?

_____

9. Please describe any locally developed software in use.

_____

10. What plans do you have for the future of your program?

_____

At this time, it appears that our program will begin Fall of 1984 with one section of approximately 25 students in either Freshman English or, possibly, a remedial class. We will probably refer our students to our college computer laboratory where they will have access to IBM PCs, Volkwriter, and a compatible spelling and grammer checker. Our students will have access to the laboratory, on a first-come, first-serve basis, from 8 a.m. to 10 p.m. daily. We are interested in, but have not yet decided how to incorporate, some of the pre-writing packages that are now available. If you have any comments on our plan, we would also appreciate hearing them.

Finally, if you would prefer to reply in a more informal manner, please call us collect. We will be happy to hear from you.

Thank you for your assistance in this matter.

Sincerely,

Marjorie Luesebrink
Professor of English
(714) 559-9300, Ext. 244

Dave Everett
Librarian
(714) 559-9300, Ext. 266

VISIT REPORT

INSTITUTION _____

ADDRESS _____

CONTACT PERSON _____ PHONE _____

CONTACT PERSON _____ PHONE _____

OTHER CONTACTS _____

_____

GENERAL DESCRIPTION OF PROGRAM

_____

METHODOLOGY

What programs/classes are affected? _____

Is the program a prerequisite or corequisite of another class?

_____

How do students acquire the technical skills involved? (e.g., in a writing class, separate service class, etc.)

_____

_____

STUDENT BENEFITS

What are the expected benefits to students?

_____

_____

Evaluation student reaction/acceptance.

_____

_____

Any efforts to formally evaluate student acceptance or performance? If so, what results?

_____

_____

STAFFING/ORGANIZATION

Who is involved in the program?

Instructors: (identify discipline and percent of full time)

_____

Other academics ([e.g., counselors, librarians] identify positions and percent of full time).

_____

Clerical/technical: (identify skills and percent of full time).

_____

Management: (to whom do the people involved report?)

_____

Funding	Salaries	Hardware	Software
Normal education and general funds	$	$	$
Special funds (e.g., grants)	$	$	$

Identify source and expected duration of special funding.

_____

FACULTY REACTION/ACCEPTANCE

Assess within department

_____

Assess within related departments (e.g., is there an indication of positive results of a writing program in History or Political Science?)

_____

Assess within institution at large

_____

HARDWARE

What dedicated equipment? (i.e., equipment used only with this program.)

Name Quantity

What multipurpose equipment? (i.e., equipment used with this program and other campus programs?)

Describe the environment (e.g., large lab, take home equipment, dorm terminals).

Who owns the hardware (e.g., computer facility, English Department).

PLANNING

How did the present system come about?

Describe the ongoing planning process

What future plans?

SOFTWARE

Commercial software--record names, availability, and cost of specific commercial packages.

Locally developed software--describe locally developed software. Can we have a copy?

PHASE TWO: STUDENT SURVEYS

SADDLEBACK COLLEGE NORTH

COMPUENGLISH PILOT PROGRAM USER SURVEY
SUMMER, 1984

Marjorie Luesebrink, Dave Everett

1. Name: _____

2. Age: 18-25 _____ 26-35 _____ 36-50 _____

3. What computer experience did you have prior to this class?

   ____ I had never operated a computer before.

   ____ I had played games and fooled around a little.

   ____ I had taken a computer class.

   ____ I was already a hacker.

4. How many papers do you plan to write on the computer?

   _____

5. What kind of problems did you experience with word processing on the computer? Problems with the machine? Problems with Volkswriter?

   _____

6. What is your opinion of the pilot program in COMPUENGLISH so far? What advantages or disadvantages do you anticipate in this course?

   _____

Thank you!!!

SADDLEBACK COLLEGE NORTH

COMPUENGLISH PILOT PROGRAM
SUMMER, 1984

USER SURVEY
FOLLOWUP

Marjorie Luesebrink, Dave Everett

1. Name: _____

2. How many hours of your own time did you spend using the computer?

   ____ Ten or more hours a week?
   ____ Five hours a week?
   ____ Two hours a week?
   ____ I haven't used it since the first sessions.

3. How many papers did you think you would prepare on the computer? _____

4. How many papers did you actually prepare on the computer? _____

5. If you hoped to use the computer a lot at the beginning and didn't, what kind of problems did you experience?

   ____ The Volkswriter program was too hard to me to learn without more help.
   ____ I didn't like working on computers after I tried it for a while.
   ____ There weren't enough computers available to composition students.
   ____ There were computers, but not at the times I needed to have access to them.
   ____ Summer school is too concentrated to give me enough time to get my work done and acquire a new skill, too.
   ____ I didn't see the advantages to learning word processing beyond this course.
   ____ I needed more guidance to get up and going with this new project.

6. What is your opinion of the pilot program in COMPUENGLISH so far?

   _____

   Would you participate in a COMPUENGLISH program again if you could:

   ____ Yes.
   ____ No.

   What features would you like to see in a program like this?

   _____

THANK YOU FOR YOUR PARTICIPATION!

PHASE THREE: EXPERIMENTAL PILOT PROJECT: FALL 1984

COMPUENGLISH PILOT PROGRAM September 25, 1984

Fall Progress Report

Marjorie Luesebrink and Dave Everett

This is the third in a series of reports to bring you up to date on the progress in the COMPUENGLISH PILOT PROGRAM. The first report identified information and processes that should be determined before a Computer Word Processing-Composition combination was undertaken. The second report summarized the findings of the summer investigations we conducted, and it sketched in brief the "straw survey" preliminary COMPUENGLISH program conducted in Summer School English 1A. The encouraging reports from colleges across the country and the student enthusiasm we observed during summer school led us to propose a more ambitious CompuEnglish Pilot Program for Fall, 1984. It is under way now; we are making new discoveries every day, and we are dedicated to bringing this unique opportunity to a wider group of students in the Spring, 1985.

Status of Fall, 1984 Pilot Program

The current pilot program is serving the needs of approximately 45 students--the entirety of Marjorie Luesebrink's English 1A class, 10 to 11 a.m., Monday, Wednesday and Friday, and Joyce Arntson's Management 104 class in the same time block. Although the program was announced to the students as a "voluntary" activity, every student is participating so far. All but two of the English 1A "Process" papers were done in both last draft and final form on computers.

Over half of the students had had no computer experience prior to this class (see Attachment A--preliminary surveys). Most of them continue to be enthusiastic about learning a new skill they feel would be valuable both in college and beyond.

So far, each student has received three hours of hands-on computer word processing instruction time. This was accomplished by coordination between the Business School, the Computer Lab, and the Arts, Languages, and Humanities School. The Computer Lab and disks containing Volkswriter and Tutorial were made available to English 1A and Management 104 students exclusively for three hours a week for three weeks. The classes were divided into groups of 12 to 15 students for one hour of lab instruction a week by Joyce Arntson. The students from both English 1A and Management 104 who were not receiving instruction in the lab that day attended a joint lecture/discussion class taught by Marjorie Luesebrink. They were introduced to concepts common to both disciplines and usually taught at the beginning of both courses: the Shape of a Communication, Audience Selection and Targeting, Responsibility of the Communicator, Kinds of Written Communications, and Introduction, Body and Conclusion in Brief. Students were encouraged to experiment with early writing assignments on the computer.

Current results show that most students were able to assimilate both the new technical skills and improve the content of their writing at the same time

(see Attachment B, student paper samples). Of course, everyone does not learn at the same rate--for those students who need more assistance, we are arranging review sections. In addition, another session will be necessary when the software for the spelling check and the grammar check arrive (amazingly, the improvement in writing is coming about even before the "reinforcement" of the grammar checker and spelling program.) The program seems to be very advantageous to students. We propose to extend it to more students in more disciplines in the spring.

Proposal for Spring, 1984--Expanded Program

Recognizing a need to balance the resources of North Campus with the needs of the students, we have worked out three possible configurations of the COMPU-ENGLISH PROGRAM for spring. The first is a "Best Case" version, it assumes that the only additional "load" on the Computer Center will come from the English classes. The second represents an expansion, but scaled back. The third is a continuation at the current level.

The Student Opportunity Packet "Best Case":

Our assessment of the possibilities for spring indicate that we could, without impacting any one area, operate a program with these features:

- Word processing skills would be available to at least three English 1A classes. (Marjorie Luesebrink would teach two English 1A classes at comparable times and instruction blocks. One of these classes would be part of the Pilot CompuEnglish Program, the other would not. In addition, two other English 1A classes, that of Kerry McKeever, and ideally, a class taught by an instructor not currently using word processing, would participate. This would give us a range of four classes to track for data and performance. It will represent, as far as we know, the most comprehensive evaluation of computer usage by a college.)

- Joyce Arnston would reserve three hours a week for English students for the semester. However, the class would be intense during the first five weeks of class and then revert to fewer meetings toward the end of the semester. It is, primarily, the first few weeks that the composition students need to acquire their skills. (The programming students use the lab less early in the semester, as well.) Toward the latter part of the semester, sessions would be scheduled only for those English students having trouble.

- This program would allow other disciplines in the Humanities and Arts to take advantage of the technology we have. (Please see Dave's report on the use of Information Sources and Search Helpers--we would tie these programs together by making the research section of English 1A relate to this new technology.)

- Finally, we have a good thing going in two important ways: we are one of the few schools to use word processing for composition and content rather than just for mechanics and remediation; moreover, we are the only school to our knowledge that has succeeded in securing the cooperation of all three areas, Business, Huamanities, and Math. It is important that we bring our experience to educators across the country through conferencing and publication. A strong, growing program will help us to do this.

(Budgeting and scheduling for this proposal needs to be done with the appropriate deans present.)

The Limited Packet:

- A scaled-down proposal would provide that 1½ hours a week of Joyce's time would be set aside for English 1A students from two classes only. The word processing skills would probably be taught sequentially in this case, so that one of the classes would not acquire technical skills until near the end of the course--but would get this training sometime during the 1A class.

Status Quo:

Assuming that there was a schedule overlap between some appropriate business writing class and an English 1A class, we could again organize a one-class team-up. Currently, Management 104 is only taught one semester, so that link-up, while optimum, is not an option for spring. We might look into expanding this idea, however, with a course such as Technical Writing for business or industry.

Budget Considerations

The costs of running each of these programs will vary--but a few costs seems to be built into the continuation of the program--if we wish to continue.

- The number of available computer hours is finite. We expect that our "Best Case" proposal will mean the dedication of the equivalent of three computers' time to the CompuEnglish Pilot program for the semester. As each successive group of graduates continues to use the machines, we will need to look into ways (grants, gifts, budget arrangements) to secure more stations. This effort should be proceeding this spring.

- The success of the program is due primarily to the enthusiasm of the participating students. Since this idea has strong appeal, we should publicize it and use it as a drawing card for our campus.

- Software is still the "open sesame." We should be prepared to keep on researching and examining new software options as they become available. This Fall a number of publishing houses have announced new software for the Composition student. A strong program would make use of this technology where feasible.

- Growth of this program is also predicated on wider adaptation of technology to fields of instruction. By spring, at the latest, we should be setting up a program to introduce more instructors to the kinds of opportunities available to their students. By bringing more instructors into the program, we increase the general level of computer awareness.

- The immediate and majority of the costs that will be incurred are personnel related. Deans and committees must decide about scheduling and hours. In addition, Marjorie Luesebrink has agreed upon three hours release time to coordinate all elements of the effort. Any other major outlay would be in hardware--to be determined as the need arises.

SADDLEBACK COLLEGE NORTH

COMPUENGLISH PILOT PROGRAM
FALL, 1984
ENGLISH 1A
Marjorie Luesebrink and Dave Everett

USER SURVEY

1. Name _____

2. Age: 18-25 _____ 25-35 _____ 35-50 _____

3. What computer experience did you have prior to this class?

____ I had never operated a computer before.
____ I had played games and fooled around a little.
____ I had taken a computer class.
____ I was already a hacker.

4. How many papers do you plan to write on the computer.

_____

5. What kind of problems did you experience with word processing on the computer? Problems with the machine? Problems with Volkswriter?

_____

6. What is your opinion of the pilot program in COMPUENGLISH so far? What advantages or disadvantages do you anticipate in this course?

_____

THANK YOU!!!

SADDLEABACK COLLEGE NORTH

COMPUENGLISH PROGRAM
FALL, 1984

USER SURVEY

Marjorie Luesebrink, Dave Everett and Joyce Arntson

1. Name _____

2. Class: English 1A _____ Management 104 _____

3. How many Volkswriter sessions did you attend?

   One _____ Two _____ Three _____

4. Did you have "hands-on" each time? ___ Yes ___ No

   Explain if "no" _____

5. How would you assess your computer word processing skills now?

   A. Pro: I can do what I want to do. _____
   B. Confident: I'm still learning but I can write now. _____
   C. Shakey: I'd like some more help. _____
   D. Bummed out: Computers are for nerds. _____

6. Of the skills you have learned in word processing, which Volkswriter skills would you like more help with? (circle)

Blocking and Jumping	Text	Word Editing
Margins	Naming Files	Page Numbers
Saving Text	Printing	Line Spacing

   Other _____

7. Have you been to the Computer Lab on your own? (Not during class instruction times). Number of times _____ Number of hours _____

8. Will you keep using the computers? Yes ___ No ___

   Explain _____

THANK YOU FOR YOUR PARTICIPATION!!!

463/D
Rev: 4/30/85

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